

TITLE: DEFINING COMMUNICATION COMPETENCE

Jeļena Zašcerinska

RIGA TEACHER TRAINING AND EDUCATIONAL MANAGEMENT ACADEMY

Paper presented at the 1st International Conference on *Engineering and Business Education* at the European Centre for Engineering and Business Education of the Hochschule Wismar, University of Technology, Business and Design, 14-17 September 2008

ABSTRACT

In order to become “the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion” the European Union realizes its people as the most important asset. Moreover, every human becomes a value for the whole society. It makes significant to take into consideration communication competence needed for sustained participation in the knowledge-based society and for a coherent strategy to succeed. The greatest importance is the use of 3-5 languages, with at least 2-3 on the level of native/first language in order to form varied cooperative networks for the creation of new knowledge. Thus, the novelty of the present study is in a new outlook on communication competence as a basis for providing the system of spontaneous and scientific perspectives, individual combination of learning and communication interaction abilities and experience that provide constructive interaction with other people in interpersonal relation system.

INTRODUCTION

The concern of the European Union is to become “the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion” (European Commission, 2004, p. 2).

In order to achieve this ambitious aim Europe's people are realized as its most important asset (Commission Memorandum, 2000, p. 1). Moreover, every human becomes a value for the whole society (Maslo I., 2006, p. 15). Real life requires qualified specialists who are able not only to work and to do a job in a qualitative way but also extra abilities (I. Maslo, 2006, p.47) where communication is one of them.

The consideration of the prospects of the education development in Europe (Commission of the European Communities, 1998, 2000, 2003, 2005, 2006; J. Delors, 1996; European Commission Directorate-General for Education and Culture, 2001, 2004) reveals the needs of the greatest importance for the development of humans, institutions, society and mankind in order to form varied cooperative networks for the creation of new knowledge (I. Maslo, 2006, p. 16) such as follows:

- independent and responsible, original in terms of viewpoints and opinions, general view of life and action;
- the use of 3-5 languages as a component of communication (I. Tiļļa, 2005, p. 55), with at least 2-3 on the level of native/first language in order to form varied cooperative networks for the creation of new knowledge.

Business education where a new outlook on communication competence as a basis for providing the system of spontaneous and scientific perspectives, individual combination of learning and communication interaction abilities and experience that provide constructive interaction with other people in interpersonal relation system is important for enabling specialists to act (Druviete, 2007, p. 12) at a changing workplace in a multicultural environment.

THE ANALYSIS

The modern issues of global developmental trends emphasize a prime importance in sustainable development that is to meet the needs of the present without compromising the ability of future generations to meet their own needs (B. Zimmermann, 2003, p. 9).

Sustainable development in the teaching/learning process means to provide a complex of opportunities that allows for everyone (both students and teachers in the context of the present research) to learn (B. Панов, 2007 p. 72). Therefore, sustainable personality is a person who sees relationships and inter-relationships between nature, society and the economy (T. Kaivola and L. Rohweder, 2007, p. 24). In other words, this is a person who is able to develop the system of spontaneous and scientific perspectives, and in turn this developing the system of spontaneous and scientific perspectives becomes a main condition for the sustainable personality to develop where personality is the individual's social quality (Ā. Karpova, 2007, p. 1).

System development was of a great interest in times of Plato (427-347 BC) and Aristotle (384-322 BC) when the relationship of the universe and the thing was considered (Wikipedia, 2007, 2008).

Table 1

| Plato's and Aristotle's Systems of the Universe and the Thing | |
|---|---|
| Plato | Aristotle |
| the universal exists apart from particular things and is related to them as their prototype or exemplar | the universal exists in particular things where the universal is instantiated |

Also, this issue remains actual today that is revealed by the contemporary researches in different areas of modern life:

- the Unity of Theory and Practical Activity by V. Solovyev, philosopher;
- the Socio-Cultural Theory by L. Vygotsky, psychologist;
- the Theory of Developing Creative Personality by V. Berezina, teacher;
- Mutual Understanding Between the World and the Personality by A. Maslow, psychologist;
- the Unity of Ego and the Universe by E. Erickson, psychologist, etc.

Table 2

| Developing the System of Scientific and Spontaneous Perspectives in a Variety of Theories | |
|---|--|
| Scientific Perspective ↔ Spontaneous Perspective | |
| L. Vygotsky | |
| scientific concept ↔ spontaneous concept | |
| V. Berezina | |
| aim determined by the external circumstances ↔ individual's own aim | |
| V. Solovyev | |
| Material ↔ Absolute | |
| E. Erickson | |
| The Universe ↔ Ego | |
| A. Maslow | |
| the world ↔ the personality | |

For instance, the consideration of Latvia's ways to increase its welfare reveals the necessity of creative economics where the most valuable resources of a government are its population's dreams and expectations (T. Volkova, 2006, p. 1) that demonstrates the significance of developing the system of scientific and spontaneous perspectives for the development of humans, institutions, society and mankind because the more diverse humans are, the wiser is mankind (I. Maslo, 2006, p. 16) where everyone is responsible for the world, for his/her own unique fate and for the fate of nature and culture (B. Панов, 2007, p. 140).

There is a variety of definitions of the term *system* that is also understood as integration (Pedagoģijas terminu skaidrojošā vārdnīca, 2000, p.69; Z. Čehlova, 2003, p. 10); entirety, totality, aggregate (Pedagoģijas terminu skaidrojošā vārdnīca, 2000, p.87); combination (I. Tiļļa, 2003, p. 34); unity and/or synthesis (D. Robbins, 2007, p. 48, p. 50, p. 53, p. 55); interface (A. Lasmanis, 2008, p. 4) such as follows:

- as a complex of organized in the space and time mutually inter-connected elements that are necessary and adequate to implement a function determined by an individual (Г. Иванов, 1994, p. 1);
- as a unity of its elements' structure and function that create its space (B. Панов, 2007, p. 95);
- as mutually interacting joint modules to provide the unity of subjective and objective aspects (I. Tiļļa, 2005, p. 76);
- special events aimed towards the insurance of full participation of people with special needs in social life (I. Maslo, 2006, p. 14);
- as a number of groups with the focus on its synthesis viewed as occupying different ends of one (non-contiguous) continuum, often with opposing directions of development, which converge through

engagements and separations (D. Robbins, 2007, p. 55). System is not viewed as isolated entities, but functions within an environment and is determined exclusively by the structure of the activity as a whole (D. Robbins, 2007, p. 53).

The definitions make the subjective aspect of the term *system* and its dependence on a human being's point of view obvious. Moreover, there is no one perfect system in the modern diverse knowledge society. Everyone has its own system of scientific and spontaneous perspectives (See Table 3) where the Basic Laws governing system development are as follows (I. Muraškovska, 2008, p. 6):

- system's cycle development is based on contradiction;
- system development means to widen its functions;
- if the resources of system development are fully exhausted, the system transfers to another level of its development.

Thus, the life necessity to develop the system of two perspectives, namely, scientific and spontaneous, determines the research methodology of the essence of the communication competence (See Table 3):

Table 3

| Developing the System of Scientific and Spontaneous Perspectives as a Life Necessity | | |
|--|-------------|---------------------------|
| Scientific | synthesis | Spontaneous |
| conscious | | unconscious |
| learning | | acquisition |
| Foreign language | | Mother tongue |
| systematic | concordance | Non-systematic |
| From abstract to concrete | | From concrete to abstract |
| Thought generalization | synthesis | Thing generalization |

Competence as a scientific category was first mentioned in Noam Chomsky's linguistic theory as analytical category to explain the language as phenomenon. Later, the importance of *competence* as a social-pedagogical category was highlighted (I. Tiļļa, 2005, p. 14).

Nowadays the constructivist's essence and notion of *competence* depends on the researcher's perspective, aim and context (S. Surikova, 2007, p. 18).

The term *competence* in pedagogy was defined in different meanings in different historical periods (I. Maslo, 2006, p. 46-47; I. Tiļļa, 2005, p. 16-20; I. Lūka, 2006, p. 21; I. Lūka, 2008, p. 46; S. Gento, 2006, p. 4):

- the approach of the 1970s-1980s defined competence as skills;
- the approach of the 1980s-1990s determined competence as qualification;
- the latest approach regards competence as an ideal of upbringing and education and an analytical category.

Nowadays there is the alternation of all three approaches to the term *competence* in Latvia (I. Maslo, 2006, p. 46) that makes the realization of the communication competence more complicated.

The latest approach to the communication competence is of interest in the frame of the present study.

The fast development of the concept *competence* in the 1990s made it possible to define the strategic goal of upbringing in the context of life-long learning in the multicultural society: a human being able to learn independently and responsibly, using modern resources such as languages, media and co-operation networks (I. Maslo, 2006, p. 18). The concept *competence* serves as a unified reference-point for the diverse stages of education which potentially allows everyone who learns or teaches to reach a certain level of competence in each closed cycle of education and to develop it in further stages of education (I. Maslo, 2006, p. 17). Competence as the ideal of upbringing is the individual combination of abilities and experience based on opportunities of gaining experience that as a process is continuously developing because abilities develop life-long, experience improves and opportunities to obtain other experience appear (I. Maslo, 2006, p. 54). Competence as an analytical category is applied in certain situations of activity in order to determine a level of quality (I. Maslo, 2006, p. 54). Competence as a result shows itself in the activity's quality level of a certain situation (I. Tiļļa, 2005, p. 39).

Communication competence is set out by the European Reference Framework (European Reference Framework, 2004, p. 7-8) to be of the greatest importance of the eight key competences which individuals need for personal fulfillment and development, active citizenship, social inclusion and employment (European Reference Framework, 2004, p. 3):

- Communication in the Mother Tongue;
- Communication in Foreign Languages;
- Mathematical Competence and Basic Competences in Science and Technology;
- Digital Competence;

- Learning to Learn;
- Social and Civic Competences;
- Sense of Initiative and Entrepreneurship; and
- Cultural Awareness and Expression.

Moreover, I. Druviete (I. Druviete, 2007, p. 12) reveals that four of these core competences involve language.

Therefore it is significant for the present research to review the researches on the communication competence:

- the research on *Peculiarities of Novice Educators' and Students Trainees' Communication Competence* in Lithuania (K. Stankeviciene, A. Kraujeliene, 2008).
- the research of the communication competence in China has tended to focus on Chinese communication behaviours where confucianism is generally identified as the foundation of Chinese culture and tradition (G. Chen, 1993, p. 1).
- a variety of research on the communication competence in the United States of America (E. Almeida's, 2002, p.1; E. McDowell, 2000, p. 1; J. Keyton and D. Strawn, 1999, p. 3; L. Bradford, 1998, p. 1; L. Hugenberg and D. Yoder, 1994, p. 1; K. Schaller and S. DeWine, 1993, p. 8).
- an attempt to search for a definition of the communication in the mother tongue competence and the communication in a foreign language competence in Europe (European Commission, 2004, p. 7).

Thus, defining communication competence is of interest of the present research that has been discussed among the researchers:

- communication competence is not determined by knowledge, motivation, or skills of only one of the parties in the interaction, but rather that judgments of competence are relational outcomes (E. Almeida's, 2002, p.6);
- competent communicators must be able to formalize and achieve communication goals (J. Wiemann quoted by L. Hugenberg and D. Yoder, 1994, p. 3);
- communication competence is an ability to adapt effectively to the surrounding environment over time (B. Spitzberg and Cupach quoted by E. McDowell, 2000, p. 5);
- communication competence is based upon perceived appropriateness and effectiveness within contextual boundaries (J. Keyton and D. Strawn, 1999, p. 5);
- communication competence is an ability to supplement information (I. Maslo, 2007, p. 1);
- communication competence is defined by the European Commission (2004, p. 7) as communication in mother tongue competence and communication in a foreign language competence. Communication in mother tongue competence has been identified as the ability to express and interpret thoughts, feelings and facts in both oral and written forms (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts – education, work, home and leisure (European Commission, 2004, p. 7). Communication in a foreign language competence has been defined in a similar way as communication in mother tongue competence, supplemented by skills such as mediation and intercultural understanding. In addition, it is said that an individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing), different languages and according to their background, environment and needs/interests (W. Martyniuk, 2006, p. 17).

These definitions emphasize the importance of individual's ability to integrate him/herself in the changing world that is a new understanding of competent person determined as to be autonomous and creative (I. Maslo, 2006, p. 56) where the emphasis is not on individual's knowledge but on what and how well he/she can do (I. Žogla, 2007, p. 1):

- personality's autonomy (limited freedom determined by the Law on Education, social agreement at school, in the class and group) means the ability to choose based in the experience and the ability to take responsibility for the activity's process and result and, also, for his/her independence in the activity;
- creative personality is characterized by
 - the ability to think critically;
 - flexibility in the changing situations of activity;
 - the ability to take flexible decisions to act in the life determined situations;
 - the ability to change circumstances in the newly created human sense;
- the ability to integrate him/herself in the changing world means integration into the information and co-operation networks and its self-creation that demands on the ability to work in a team and to use 3-5 languages and Information and Communication Technology.

Also, a self-sufficient and responsible individual never waits for directions and indications on what, how and when to do something; he/she does not need any control. Experience in use of language and cooperative skills allows for

everyone to become more mobile and to learn from the experience of others altogether with compensation of certain elements of experience which are not typical for his/her own country. It makes every job better and more understandable not only for one country but for the whole wider world (I. Maslo, 2006, p. 16).

The *communication competence* definitions discover the connection with other people (parties in the interaction; appropriate and effective communication behaviours; to interact linguistically in an appropriate way in the full range of societal and cultural contexts; perceived appropriateness and effectiveness within contextual boundaries; mediation and intercultural understanding) that focuses on

- the analysis of the interaction context;
- achieving communication aims;
- problem solving;
- decision taking;
- consideration of other people positions.

The analysis of the *communication competence* definitions reveals four approaches to realizing the essence of communication competence as an ideal of upbringing and an analytical category in the context of the present research (A. Маслоу, 1997, p. 167; S. J. Savignon, 1983, p. 4; L. Lemke, 1990, p. 54; F. Liberali, 2006, p. 3; Л. Выготский, 1982, p. 167; D. Robbins, 2007, p. 48; K. Shumin, 1997, p. 9; Cronen, Leeds-Hurwitz, Griffin by Матьяш О. И., 2004, p. 106-108; S. Surikova, 2007, p. 45-46):

- from the spontaneous perspective accentuating learning as the unity of interpersonal, intrapersonal and introspective processes;
- from the scientific perspective accentuating communication interaction;
- finding a balance between the spontaneous and scientific perspectives and
- developing the system of the spontaneous and scientific perspectives.

The fourth approach is considered to be applicable to the present research on the communication competence because manifestation of any learning activity during an interactive process with the emphasis on its communicative nature creates the necessity for developing the system of one's individual perception and reflection that regulates one's personal stance and action, and the interests, needs, point of views, stances of others (See Table 4). Thus, realizing the communication competence as the basis of developing the system of the spontaneous and scientific perspectives is underpinned.

Table 4

Communication Competence as Developing the System of the Scientific and Spontaneous Perspectives

| Scientific Perspective | Developing the System, Regulating Dissonance | Spontaneous Perspective |
|--|---|--|
| Meaning Denotation External whole | Schemas Chunks Gambits Concept system Grammar New type of function | Sense Personal meaning Internal Part connotation |

Also, there is a variety of research on structural components of the communication competence where a basic characteristic of any structure is its independence from its original substance – it can be transferred to other media (L. Vygostky, 1962, p. 95):

- M. Neer (1993, p. 1) stresses the importance of the cognitive component of the communication competence;
- the ability to learn is the most important structural element of competence where the subjective character is stressed out (E. Maslo, 2006, p. 57);
- Communication competence includes (K. Schaller, S. DeWine, 1993, p. 8):
 - knowledge of appropriate and effective communication behaviours;
 - the requisite skills and
 - motivation to enact such behaviours.
- To achieve communication competence (J. Keyton, D. Strawn, 1999, p. 5) interactants must have
 - motivation to communicate;
 - knowledge about communication;
 - skill in communicating;
 - an understanding of how context affects communication and
 - an awareness of communication outcomes.
- Communication competence attributes are separated into

- cognitive category;
- affective category;
- motivational category and
- behavioral category (L. Bradford, 1998, p. 16).
- Six components of communication competence (K. Schaller, S. DeWine, 1993, p. 14):
 - general communicative competence;
 - affiliation/support;
 - empathy;
 - behavioural flexibility;
 - social relaxation;
 - interaction management.
- Three constructs (E. MsDowell, 2000, p. 6) of communication competence:
 - communication knowledge;
 - interaction involvement;
 - self-monitoring.

Meanwhile the systems constructive approach allows developing ideas on the competence subject-content structure and the essence of its process (I. Tišlja, 2005, p. 36). The systems constructive approach reveals that the structure of competence's subject-content is created by the interaction of two components (I. Maslo, 2006, p. 54):

- subjective (the unity of abilities, experience) and
- objective (opportunities of gaining experience) one.

The subjective component based on individual experience involves (I. Tišlja, 2005, p. 36) the

- cognitive,
- emotional,
- voluntary,
- physical,
- social and
- meta-cognitive abilities that are the individual potential of a human being.

The objective component (I. Tišlja, 2005, p. 36) includes opportunities of gaining experience.

Opportunities as the competence's objective component are the unity of two processes (I. Tišlja, 2003, p. 38):

- experience constructing process as the subjective aspect and
- providing open variable guaranteed choices of social culture learning organization as the competence's objective aspect.

Competence's subjective component such as the ability to express and interpret thoughts, feelings and facts in both oral and written forms (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of societal and cultural contexts – education, work, home and leisure is emphasized by the European Commission (2004, p. 7).

The ability to learn that is the universal ability everyone has is realized as follows (E. Maslo, 2003, p. 41):

- to regulate own learning process;
- to set own goals;
- to take responsibility for own learning;
- to work independently;
- to evaluate own learning process
- to continue to improve own skills (E. Maslo, 2007, p. 39).

Developing human being's learning abilities furthers developing his/her competence (I. Maslo, 2006, p. 11).

The real life necessity for every individual to integrate him/herself in the changing world reveals creativity as the communication competence's subjective component defined as the ability to see things from an unusual perspective and produce new organization of familiar components from that insight, something that did not exist before, something original (L. Ilyinska, 2004, p. 93).

Experience that reflects individual's actual needs and level of their supply (B. Панов, 2007, p. 161) is the essential component of the subject-content structure of the communication competence. A. Špona defines experience (A. Špona, 2001, p. 81) as the unity of knowledge, skills and attitudes gained during life, evaluated positively by the individual, strengthened in his/her habits and used in a variety of activity's situations.

Experience as the base of every individual's competence includes (I. Tišlja, 2003, p. 33)

- self-experience and
- inter-experience that consists of
 - o experience of others and

- o world's experience.

Self-experience is formed upon personally significant knowledge, skills obtained in life activity and attitude towards oneself, others and the world; others experience means the knowledge important to others, skills observed in life activity by others, others attitude towards oneself, others and the world; as well as the world's experience is declarative and procedural knowledge, skills used in varied life activities and varied existing systems of attitudes (I. Tijja, 2003, p. 33-34).

Thus, European Commission (2004, p. 9-10) focuses on the knowledge that the communication competence comprises as appropriate to the context:

- sound knowledge of basic vocabulary, functional grammar and style, functions of language, intonation and pronunciation;
- awareness of various types of verbal interaction (conversations, interviews, debates, face-to-face, telephone conversations, etc) and the main features of different styles and registers in spoken language;
- understanding of paralinguistic features of communication (voice-quality features, facial expressions, postural and gesture systems);
- awareness of different types of literary texts (fairy tales, myths, legends, poems, lyric poetry, theatre, short stories, novels) and their main features as well as types of non-literary texts (CVs, applications, reports, editorials, essays, speeches, newspaper and magazine articles, instructions, letters, web pages, etc.) and their main features;
- understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc);
- awareness of societal conventions and cultural aspects and the variability of language and communication forms over time and in different geographical, social and communication environments.

Knowledge and skills are the unity (R. Andersone, 2004, p. 84) where communication skills are determined as listening, speaking and emphasizing (R. Andersone, 2008, p. 2).

The following communication skills are considered of great importance (European Commission, 2004, p. 9-10):

- to communicate, in written or oral form, and to understand, or to make others understand, various messages in a variety of situations and for different purposes; to listen to and understand various spoken messages in a variety of communicative situations and to speak concisely and clearly. It also comprises the ability to monitor whether one is getting one's message across successfully and the ability to initiate, sustain and end a conversation in different communicative contexts;
- to read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study or for pleasure) and to various text types;
- to write different types of texts for various purposes, monitor the writing process (from drafting to proof-reading);
- to search, collect and process written information, data and concepts in order to use them in study and to organize knowledge in a systematic way. To distinguish, in listening, speaking, reading and writing, relevant from irrelevant information;
- to formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints, whether expressed in written or oral form;
- skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).

Moreover, communication in a foreign language competence has been supplemented by skills such as mediation and intercultural understanding (European Commission, 2004, p. 7).

Considering skills of communication in foreign language, the emphasis is put on communicative situations that are familiar, of personal interest or pertinent to everyday life and on initiating and sustaining an appropriate range of autonomous language learning activities.

Also, the importance of meta-communication skills is emphasized where meta-communication skills (Ю. Бочарова, 2003, p. 2) are defined as an ability to communicate about

- the context of the communication;
- the motivation of the communication;
- the relationships between the communication participants;
- the feelings of the communication participants;
- the experience of the communication participants (Ю. Бочарова, 2003, p. 2)

Meta-communication skills comprise (E. Maslo, 2006, p. 93)

- self-organization;
- self-evaluation and

- self-regulation.

Attitude as a structural component of experience is defined as integrated individual's feature that develops in the unity of experience of life activity, obtaining knowledge, experience (pārdzīvojums/переживание) and will efforts and is manifested in values, aims, ideal and regulations (A. Špona, 2001, p. 57). This definition of attitude allows no putting emphasis on values (I. Tiļļa, 2005, p. 33) in the context of the present research. European Commission (2004, p. 9-10) considers the following communication competence's attitudes as of great significance:

- positive attitude to the mother tongue,
- constructive and critical dialogue,
- confidence when speaking in public,
- aesthetic quality,
- love of literature,
- positive attitude to intercultural communication,
- sensitivity to cultural differences,
- interest and curiosity about languages in general.

The outcomes

Having analyzed and summarized the definitions of communication competence formulated by a number of researchers communication competence is considered as the basis of developing the system of the scientific and spontaneous perspectives in the life activity in the interpersonal relations system.

Thus, the essence of *communication competence* in the context of the present research is an individual combination of abilities and experience based on student's communication interaction and learning as the unity of interpersonal, intrapersonal and introspective processes that provides constructive interaction with other people in the interpersonal relations system, thereby developing the system of the scientific and spontaneous perspectives.

Based on the subject-content structure of competence developed by I. Tiļļa and complementing it with the understanding of communication competence as the basis for ensuring the system of spontaneous and scientific perspectives, the author of the present doctoral thesis has designed a subject-content structure of communication competence (See Table 5).

Table 5

| The Subject-Content Structure of Students' Communication Competence | | | |
|---|--|--------------------------|---|
| Scientific ↔ Spontaneous | | | |
| objective subjective | Communication interaction abilities and experience | communication competence | Learning abilities and experience |
| | Mastering constructive strategies and techniques of communication interaction and its use in real life | | Mastering constructive strategies and techniques of learning and its use in real life |
| | Opportunities of communication experience (learning and communication interaction experience) in the social-cultural environment | | |

REFERENCES

1. Almeida, E. P. *A Discourse Analysis of Student Perceptions of Their Communication Competence*. Annual Meeting of the Southern States Communication Association (Winston-Salem, NC, April 3-7, 2002) (2002)
2. Andersone, R. Pusaudžu sociālo prasmju veidošanās. Rīgā: RaKa (2004)
3. Andersone, R. *Sociālās prasmes izglītības un mācību priekšmetu programmās*. ATEE Spring University Conference *Teacher of the 21st Century: Quality Education for Quality Teaching* University of Latvia, May 2-3, 2008; http://www.ppf.lu.lv/pn/dalibnieki-results_ab.php, 28.04. (2008)
4. Bradford, L., Allen, M., Beisser, K. *An Evaluation and Meta-Analysis of Intercultural Communication Competence Research*. Research. University of Wisconsin-Miwaukee, the USA (1998)
5. Čehlova, Z. *Skolēnu integratīvo prasmju veidošanās*. Rīgā: RaKa (2003)
6. Commission of the European Communities. *Towards a European Research Area (ERA)*. Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions of 18 January 2000: Towards a European research area [COM(2000) 6 final - Not published in the Official Journal] (2000)

7. Delors, J. *Learning: the Treasure within*. Report to UNESCO of the International Commission on Education for the Twenty-First Century. UNESCO Publishing (1996)
8. Druvieta, I. *Identity, Language Diversity, Multilingualism: Challenges for the 21st Century Education Systems*. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia (2007)
9. European Commission Directorate-General for Education and Culture. *Commission Memorandum of 30 October 2000 on lifelong learning [SEC(2000) 1832 final]*. <http://europa.eu/scadplus/leg/en/cha/c11047.htm> (2000)
10. European Commission Directorate-General for Education and Culture. *Implementation of "Education and Training 2010" Work Programme. Working Group B "Key Competences". Key Competences for Lifelong Learning*. A European Reference Framework November 2004 (2004)
11. European Commission Directorate-General for Education and Culture. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press www.cambridge.org (2001)
12. European Commission Directorate-General for Education and Culture. *Implementation of "Education and Training 2010" Work Programme Working Group B "Key Competences". Key Competences for Lifelong Learning A European Reference Framework November 2004* (2004)
13. Gento, S. *Inter-University Joint Master on Educational Treatment of Diversity*. Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes Doktora studiju programmas lekcija 2006. gada 24. oktobrī (2006)
14. Hugenberg, L. Yoder, D. *Communication Competence: A Reaction to the „Competent Speaker Speech Evaluation Form”*. Annual Meeting of the Eastern Communication Association (Washington, DC, April 28 – May 1, 1994) (1994)
15. Ilyinska, L. *English for Science and Technology: Course design, Text Analysis, Research Writing*. RTU Publishing House (2004)
16. Kaivola, T., Rohweder, L. *Towards Sustainable Development in Higher Education – Reflections*. Ministry of Education in Finland (2007)
17. Karpova, Ā. *Dzīvas zināšanas*. Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes Pedagoģijas Doktora studiju programmas lekcija 2007. gada 15. novembrī (2007)
18. Keyton, J., Strawn, D. *Evaluating Communication Competence: A Comparison of Majors and Non-Majors*. Annual Meeting of the National Communication Association (85th, Chicago, IL, November 4-7, 1999) (1999)
19. Kiliuviene, D., Stanionis R. *Developing Communicative Competence in the Process of English Language Teaching in Lithuanian Secondary Schools*. ATEE Spring University Conference Teacher of the 21st Century: Quality Education for Quality Teaching University of Latvia, May 2-3, 2008; http://www.ppf.lu.lv/pn/dalibnieki-results_ab.php 11.06.2008 (2008)
20. Lasmanis, A. *Mūsdienu pētniecība pedagoģijā: kvantitatīvo un kvalitatīvo pieeju samēra un interfeisa problemātika*. Latvijas Universitātes 66. konference, 2008. gada 14. februāris (2008)
21. Lemke, J. L. *Talking science: language, learning, and values*: Ablex Publishing Corporation, Norwood, New Jersey. (1990)
22. Liberali F. *Creative chain to Rebuild Community Life in Brazilian Deprived Communities*. 11. starptautiskā kreativitātes conference "Kreativitāte kā process" Rīgas Pedagoģijas un izglītības vadības augstskola 2006. gada 10.-11. novembrī (2006)
23. Lūka, I. *Development of Students' ESP Competence and Educator's Professional Activity in Tertiary Level Tourism Studies*. ATEE Spring University Conference Teacher of the 21st Century: Quality Education for Quality Teaching University of Latvia, May 2-3, 2008; http://www.ppf.lu.lv/pn/dalibnieki-results_ab.php, 28.04.2008 (2008)
24. Lūka, I. *Development of Students' ESP Competence in Tourism Studies at Tertiary Level*. Latvijas Universitātes Promocijas darba kopsavilkums, Rīgā (2008)
25. Lūka, I., *Developing Communicative Competence in Teaching English for Students of the Tourism Industry*. Latvijas Universitātes raksti. 2006. 700. sēj. Pedagoģija un skolotāju izglītība (2006)
26. Maslo, E. *Transformative Learning Space for Life-Long Foreign Languages Learning*. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia (2007)
27. Maslo, E. *Mācīšanās spēju pilnveide*. RaKa (2003)
28. Maslo, I. *Introduction*. No zināšanām uz kompetentu darbību. Latvijas Universitātes Akadēmiskais apgāds. (2006)

29. Maslo, I. *Kompetences jēdziena izpratnes daudzveidība un ar to saistītas problēmas Latvijas izglītības organizācijas sistēmas izveidē*. No zināšanām uz kompetentu darbību. Latvijas Universitātes Akadēmiskais apgāds. (2006)
30. McDowell, E. E. An Investigation of High School Students' Perceptions of Reticence and Cognitive Communication Competence. Research. University of Minnesota, the USA (2000)
31. Muraškovska, I. *Sistēmiski dialektiskā pieeja mūžizglītības veicināšanai*. Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes Pedagoģijas Doktora studiju programmas kolokvijs 2008. gada 8. maijā (2008)
32. Neer, M. *The Role of Indirect Tests in Assessing Communication Competence*. Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990) (1990)
33. *Pedagoģisko termiņu skaidrojošā vārdnīca*. Izdevniecība „Zvaigzne ABC” Rīga (2000)
34. Robbins, D. *Vygotsky's and Leontiev's Non-classical Psychology Related to Second Language Acquisition*. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia (2007)
35. Savignon, S. J. *Communicative Competence: Theory and Classroom Practice*. copyright by Addison-Wesley Publishing Company, Inc. (1983)
36. Schaller, K., DeWine, S. *The Development of a Communication-Based Model of Teacher Efficacy*. Annual Meeting of the Speech Communication Association (79th, Miami, FL, November 18-21, 1993) (1993)
37. Shumin, K. *Factors to consider. Developing Adult EFL Student's Speaking Abilities*. English Teaching Forum July 1997 Volume 35 Number 3. (1997)
38. Špona, A. *Audzināšanas teorija un prakse*. Rīgā: RaKa (2001)
39. Stankevičiene, K., Kraujeliene, A. (2008) *Peculiarities of Novice Educators' and Students Trainees' Communication Competence*. ATEE Spring University Conference *Teacher of the 21st Century: Quality Education for Quality Teaching*. University of Latvia, May 2-3, 2008; http://www.ppf.lu.lv/pn/dalibnieki-results_ab.php 30.04.2008
40. Surikova, S. *Mikrogrupu darbības organizēšana skolēnu sociālās kompetences pilnveidei*. Promocijas darbs. Latvijas Universitāte (2007)
41. Tiļļa, I. *Pusaudžu sociālkultūras kompetences pilnveide otrās svešvalodas mācību procesā*. Promocijas darba kopsavilkums. Latvijas Universitāte Rīgā (2003)
42. Tiļļa, I. *Sociālkultūras mācīšanās organizācijas sistēma*. RaKa (2005)
43. Volkova, T. *Radošā ekonomika Latvijas labklājības virzītājspēks*. 11. starptautiskā kreativitātes conference "Kreativitāte kā process" Rīgas Pedagoģijas un izglītības vadības augstskola 2006. gada 10.-11. novembrī (2006)
44. Vygotsky, L. *Thought and Language. The Development of Scientific Concepts in Childhood* Cambridge, MS: MIT (1962)
45. Wikipedia Aristotle's scientific method. http://en.wikipedia.org/wiki/Aristotle's_theory_of_universals. 26.02.2008 (2008)
46. Wikipedia Aristotle's Theory of Universals. http://en.wikipedia.org/wiki/Aristotle's_theory_of_universals. 26.02.2008 (2008)
47. Zimmermann, B. *Education for Sustainable Development – Baltic 21. An Agenda 21 for the Baltic Sea Region*. Danish Ministry of Education. www.cirius-online.dk (2003)
48. Žogla, I. *Didaktika humānpedagoģijā*. Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes „Augstskolu didaktika: mūsdienu teorija un prakse” kursa lekcija 2007. gada 12. februārī (2007)
49. Бочарова Ю. *Конфликт-ориентированный подход в образовании ФРГ*. <http://akmeo.rus.net/index.php?id=547> (2003)
50. Выготский Л. *Собрание сочинений*. Москва “Педагогика” (1982)
51. Иванов Г. *Формулы творчества, или как научиться изобретать*. Главы из книги. <http://www.trizland.com/book.php?id=133&part=part4> 15.06.2007 (1994)
52. Игнатъева Л. Развитие коммуникативной компетенции старшеклассника в процессе обучения риторике. Promocijas darbs. Latvijas Universitāte (1999)
53. Маслоу А. Г. *Дальние пределы человеческой психики*. ЕВРАЗИЯ (1997)
54. Матяш О. И. *Что такое коммуникация и нужно ли нам коммуникативное образование*. Сборник научных трудов "Теория коммуникации & прикладная коммуникация". Вестник Российской коммуникативной ассоциации, выпуск 2 / Под общей редакцией И.Н. Розиной. - Ростов н/Д: ИУБиП, 2004. - 244 с. С. 103-122 (2004)
55. Панов В. И. *Психодидактика образовательных систем. Теория и практика*. ПИТЕР (2007)